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ABSTRACT

The Commission to Study the Future of Community Colleges in Kentucky was established in 1988 to review the accomplishments of the Kentucky Community College System (KCCS), to assess its current status, and to provide direction for the KCCS towards the year 2000. Developed as part of a collection of articles and reports on the KCCS for use by the Commission in its work, this report examines partnerships and cooperative programs and activities between the KCCS and other educational institutions, community organizations, governmental agencies, and businesses. Following introductory sections defining the nature of partnerships and reviewing partnerships involving two-year colleges in other states, the report discusses the mission of the KCCS concerning the offering of non-credit courses, types of non-credit offerings, enrollments in non-credit courses, and the awarding of continuing education units. The following sections of the report examine partnerships between the KCCS and: elementary and middle schools; secondary schools; vocational schools; hospital schools; office-campus learning sites; four-year institutions; cultural groups; civic groups; social agencies; government agencies; and professional organizations. In addition, the report reviews KCCS partnerships to improve the education of undereducated adults, and partnerships with business and industry. A list of six discussion questions for the Commission concerning college/community partnerships, the KCCS policy statement on the accounting and measurement of continuing education and community service activities, and the Council of Higher Education's Policies and Procedures for Continuing Education Units, are included. (PAA)

ED340448

COLLEGE/COMMUNITY PARTNERSHIPS

An Overview of the University of Kentucky Community College System

Part Three

Prepared for
The Commission to Study the Future of the
Community Colleges in Kentucky

Community College System
University of Kentucky

1988-89

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JC 920 061

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF KENTUCKY

"Commission to Study the Future of Community Colleges in Kentucky"

"Toward the Year 2000"

Charge of Duties

Purpose:

In celebration of the 25th Anniversary of the Community College System, a Commission has been established to study the accomplishments of the System, assess its current status, and provide direction looking toward the year 2000. Commission members are involved in shaping the future for the Community Colleges in Kentucky. The Commission established is an official Commission of the University of Kentucky Community College System.

Timeline:

It is anticipated that the Commission will accomplish its work during the 1988-89 academic year. Meeting periods are as listed below:

October 31 - November 1, 1988

October 31 - Marriott, Lexington
6:30 p.m. Reception
7:00 p.m. Dinner
8:00 p.m. Meeting

November 1 - Marriott, Lexington
8:30 a.m. - Noon -- Meeting

December 15 - 16, 1988

February/March, 1989

April, 1989

COLLEGE/COMMUNITY PARTNERSHIPS

INTRODUCTION

Definition of Partnership

The term partnership is used to describe the relationship between the community college and an institution, agency, organization, or business/industry it serves. The term is used as though the college has entered into some type of formal or contractual agreement with a second party. At times, a formal written contract is used to define the agreement between the college and the second party; however, many times community college partnerships refer to the willingness of each party to help the other. Partnership is a link between the community college and the second party--institution, agency, organization, or business/industry--based on a mutual belief that there is value in maintaining the relationship.

In a partnership, the community college will deliver education and training, consultant assistance, provide graduates to companies seeking employees, transfer graduates to four-year institutions with programs the students are seeking, make the college facilities, equipment, and library resources available to appropriate groups, and respond to community requests that fall within the mission of the college. The second party of the partnership may provide payment for services, may provide advisory personnel to the college, may serve as an advocate on behalf of the college, may send employees as students, may let employees serve as part-time and/or voluntary faculty, etc.

For the partnership to be effective, persons representing both parties must understand the functions, procedures, protocol, processes, and problems of the other.

A National Perspective

On a national basis, college/community partnerships are increasing and serving vital needs in many areas. Community colleges across the country are establishing partnerships with public schools (K-12) and with other higher education institutions. Programs such as "Early Encouragement" are services provided by community colleges to elementary and middle schools. Early Encouragement is a two-day camp for 5th and 6th grade students to encourage their parents to become more familiar with college and to recognize the untapped potential in their children.

Project STEP (Student Teacher Educational Partnership) involves K-12, community college and university sectors to help ensure a smooth transition of students from one level to another. A priority activity is the early recruitment of future teachers of science and mathematics, particularly from minority groups (Jenson).

Greenville Technical College, a two-year college in South Carolina, has articulation partnership agreements with the public school system. The agreements ensure that students meet performance-based objectives in their course work in order to avoid repetition and duplication upon entering the two-year college.

Greenville Technical College also has a Higher Education Center/Partnership on its campus. Six major universities now offer upper division and graduate level courses in the Center. The Center is leased to the universities comprising the innovative consortium of higher education institutions, with the technical college also using the center. Over 100

courses and seven degree programs are offered by the member institutions, with all courses offered during the evening. About 1,000 students are served each term. The consortium integrates educational planning for the Greenville area and unifies technical and liberal education.

There are also partnerships to improve the education of undereducated adults. According to The Chronicle of Higher Education, more and more states are asking two-year colleges to teach adults to read. In at least 15 states, community colleges, which pride themselves on service to non-traditional students, are coordinating efforts to teach adults the basic skills needed to function in society. The partnership roles the colleges play may vary from serving as agencies which disburse grants to schools, libraries, etc., to providing training tutors, recruiting students, and operating the computerized reading laboratories where much of the teaching now takes place. The new role raises philosophical questions over where the teaching of such basic skills belongs. North Carolina is considered a trend-setter in using community colleges for literacy programs. North Carolina gets money for its literacy programs under the federal Adult Basic Education Act, and received \$3.5 million of the \$115 million distributed nationwide in 1988. North Carolina supplemented that amount with \$13 million in state money. The colleges offer adult-literacy programs in shopping centers, at factories and on campus (Blumenstyk).

The economic development partnerships on a national basis are discussed under the "Economic Development Role" in the next notebook section.

KENTUCKY COMMUNITY COLLEGES' PARTNERSHIPS

Non-Credit Offerings

The education, training, and services provided by the Kentucky community colleges through the numerous partnerships are either credit courses or continuing education/community service offerings--i.e. non-credit adult education courses, workshops, seminars, etc.

In the notebook section, "Access to Higher Education," the discussion pertaining to registration fees, admission procedures, program offerings, enrollments, student population characteristics, student academic characteristics, student development services, and developmental (remedial) education centered around access to "credit courses," which are funded out of a combination of state appropriated dollars and student fees.

In addition to the credit courses offered for the pre-baccalaureate and technical career programs, a part of the mission of the colleges in the Community College System is to provide "non-credit" continuing education and community service opportunities for citizens in their immediate areas. Non-credit offerings are funded primarily out of non-credit registration fees charged to participants.

Continuing education and community service are addressed in the Kentucky Revised Statutes and the University of Kentucky Administrative Regulations.

The commitment of the University of Kentucky Community College System to continuing education and community service has been confirmed by action of the University of Kentucky Board of Trustees and the state legislature. The policy statement on the three functions of the System as adopted in 1964 and revised in 1971 specifies one of the three functions of the System as "to provide programs of adult education and service oriented to community interests, both occupational and cultural." In addition, state law (KRS 164.580) requires that each community college shall provide "within a two-year college curriculum, courses in general

education, including adult education, not necessarily intended for transfer nor technically oriented." (AR II-5.0-3)

The University of Kentucky Administrative Regulations also address the role of the faculty members in this part of the mission.

The community colleges have responsibility for service across the broad spectrum of the community to meet those needs not met by formal degree programs. All faculty members in a community college share this responsibility, and it is recognized that while the specific roles and responsibilities of individual faculty members in this area will vary, continuing education and/or community service will be reflected in the overall responsibility and evaluation of a faculty member's contribution to the college.

Continuing education and community service as extensions of the faculty member's role as a teacher in a community college might include planning or directing such activities as: (1) short non-credit courses, (2) forums and community meetings, (3) concerts and lectures, (4) exhibits, (5) recreational activities, and (6) professional assistance (AR II-5.0-2).

The registration fees for continuing education and community service activities are determined by the colleges and depend on a number of factors--the time involved in the development and presentation of the activity, the supplies, equipment and facilities required to offer the activity, etc. Additionally, the fees for these activities are market driven to a large extent.

Unless a continuing education/community service activity is developed for a specific group, business, or industry, the activities are open to the public. The student population characteristics vary according to program offering and range from elementary school children attending "computer camps" to senior citizens attending Elderhostel programs.

The Commission on Colleges of the Southern Association of Colleges and Schools requires its member institutions to recognize and record properly the efforts of individuals participating in "continuing education" activities and the efforts of the institution offering the continuing education activities. The Continuing Education Unit (CEU) is used for this purpose. The CEU

provides for the recognition and reporting process for the non-credit learning efforts of an individual and the programming efforts of a college. "One CEU represents 10 contact hours of participation in an organized continuing education experience of a non-credit nature under responsible sponsorship and qualified instruction" (AR II-5.0-3).

There are two categories of CEUs--individual and institutional. Within the individual category, there are two divisions--Area I and Area II. Area I is for "Programs which are wholly structured to provide skills and/or knowledge for occupational improvements in fields such as the professions, business and Industry..." Area II is for "Programs specifically organized to provide assistance in the solution of problems confronting society, such as health and safety, human relations..." (AR II-5.0-3). The colleges maintain participation records for "individuals" who participate in programs classified under Areas I and II.

As mentioned earlier, the second category of CEUs for continuing education is institutional. Institutional CEUs are utilized for educational programs organized to provide enrichment to individuals in subjects such as leisure time activities, cultural enrichment, etc. Individuals who participate in such activities do register, but no individual CEUs are awarded. The registration of attendance is required for institutional reporting use.

The "community service" non-credit activities do not meet the criteria for utilization of either the individual or institutional CEU, but staff and institutional commitment may be reflected in other personnel reports and the activities are reported semiannually to the central office of the Community College System. The service types of activities include use of facilities, technical assistance of faculty, and cultural enrichment activities. See

Pages 94-98 for the complete "Policy Statement on the Accounting and Measurement of Continuing Education and Community Service Activities" (AR II-5.0-3). See Pages 99-102 for the Council on Higher Education Policies and Procedures for Continuing Education Units.

Type of Non-Credit Offerings

The continuing education/community service programs at the colleges consist of a variety of activities and services offered in response to the needs of the communities. These may include non-credit courses, forums, concerts, lectures, exhibits, recreational activities, training/retraining sessions, and professional development activities. Literacy training, GED preparation/testing, and the many non-credit training activities within the economic development role are included under the broad umbrella of continuing education/community service. Many of the continuing education/community service activities are described on the following pages, and other activities are described in the "Economic Development Role" section. Thus, only a sample listing of general interest continuing education activities/workshops is included on Page 103.

Enrollments and CEUs Awarded

The tables on Pages 104 and 105 include a summary of the System's continuing education and community service activities for selected years. Included are data on the number of students served and the number and types of continuing education units (CEUs) awarded. Overall, the number of people served in continuing education in 1987-88 increased a little over 15 percent over the previous year. The actual number of CEUs awarded in 1987-88 increased 64 percent over the previous year. The number of CEUs awarded for Area I--programs which are structured to provide skills and/or knowledge for

occupational improvements--in 1987-88 increased 52 percent over the previous year. The number of CEUs awarded for Area II--programs specifically organized to provide assistance in the solution of problems confronting society, such as health and safety--in 1987-88 increased 120 percent over the previous year. Institutional CEUs awarded in 1987-88 increased 66 percent over the previous year. The number of individuals served in 1987-88 in community service increased 2.3 percent over the previous year.

Partnerships With Elementary and Middle Schools

Community Colleges in Kentucky are actively involved with elementary and middle schools. The activities vary depending on the college and the community, but activities which illustrate community college/elementary school/middle school partnerships are described in the following paragraphs. All of the activities described, unless stated otherwise, are offered through the Continuing Education/Community Service components of the colleges.

The 4 + 1 Saturday Program at one community college is a joint project of the city and county school systems and the community college in order to provide a special challenge program for the gifted and talented students in the area elementary schools. The 4 + 1 Saturday Program is conducted on the college campus for the most part. Special programs of interest designed to challenge the gifted and talented students are provided for two hours each Saturday afternoon for five weeks. Students study physics, hospital health care, geological diggings, drama, theater, and participate in activities such as creative writing and computer applications.

Project PREP is a six-week summer pre-engineering experience for students from grades 7-10. Community college faculty members present problem solving related activities in learning pre-engineering skills with the assistance of role models, practicing engineers from five different

companies--Ashland Oil, Armco, Kentucky Power, U.S. Corps of Engineers, and King's Daughters' Medical Center.

Children's Literature Storytelling Workshop is a joint effort between one community college and the county board of education to provide an inservice workshop for the county school librarians.

One of the colleges received a grant from the Kentucky Humanities Council to promote the teaching of literature in the elementary schools. Fifty elementary teachers attended a workshop conducted by the faculty members in the humanities division of the college. The elementary teachers received instruction in the teaching of literature.

The Computer Information Association, a community college student organization, and faculty sponsors work with a grade school on Microcomputer Applications for Teachers and Staff.

One community college's full-time electronic technician repairs audiovisual equipment for the public schools.

One faculty member who teaches Communications formally proposed a twelve-week course in interpersonal communication for eighth grade students.

About 900 seventh grade students visit one local community college campus each year. They are given a tour of the campus and each academic division has a special project or demonstration prepared for the visit.

Other activities include the (1) elementary, high school, and college teachers meeting periodically to design a continuous math/science curriculum for the congressional district, (2) art workshops offered by the college to area elementary school children, (3) "college for kids," summer sessions for 7th and 8th graders, with the classes being taught by college faculty and local school teachers, (4) summer computer camps for elementary students,

and (5) the administration of the Adult Basic Level Education Exam to candidates for teacher aide positions in elementary schools.

Partnerships with Secondary Schools

Much of the community college curriculum serves to bridge the gap between high school and the upper division curriculum at four-year institutions. Thus, there is a need to provide for necessary coordination and articulation between the high school curriculum, community college curriculum, and four-year college requirements.

Both formal and informal partnership agreements exist between Kentucky community colleges and secondary schools. Activities will vary with the colleges, with some program examples provided in the following paragraphs.

One community college, in cooperation with the county schools, offers a Tech/Prep (2 + 2) curriculum. The 2 + 2 program coordinates two years of technology-related instruction at the high school level with a two-year program at the community college. The courses for secondary school students are designed to prepare them for instruction in a technical field at a postsecondary institution. The 2 + 2 program provides an important bridge between secondary school and two-year college instruction. This encourages students who might have ended their education with high school to extend their education. In the program offered at the Kentucky community college, students begin the program in the 11th grade and upon completion have earned the Associate in Applied Science Degree in Electrical Engineering Technology. Industry is in favor of the Tech/Prep concept, but it is difficult to get the program promoted in the public secondary schools and with parents. The one existing program has been available for three years and only one student has earned the Associate Degree.

The arts and humanities division of one college hosts a Language Festival for area secondary schools. High school students compete for awards in French, German, and Spanish, and awards are given for best individual performances and best school performances.

One community college hosts academic workshops with area high school teachers and counselors. The workshops are organized by discipline and serve to promote understanding between the college faculty and the school faculty.

Another community college through the community concert series coordinates a high school choral festival. Other working relationships include (1) ACT Preparation Courses, five-week courses designed to prepare students for the American College Test, (2) colleges serving as ACT test centers which involves providing the facilities and personnel to administer the test on the five national test dates, (3) regional foreign language competitions for area high school students, (4) academic bowls which involve the college faculty judging the events, (5) childbirth classes for unwed mothers in teen pregnancy programs, (6) liaison committees which promote communications between the colleges and the public secondary schools concerning admissions, at risk students, facilities, programs, etc., and (7) dual-credit programs--dual credit exists when both a high school and a college award credit to a high school student for the same course. With the exception of the dual-credit programs, all of the activities are provided through the Continuing Education/Community Service components of the colleges.

Partnerships with Vocational Schools

Coordination and articulation with post-secondary vocational education is vital to avoid duplication and to enhance the effectiveness of all of Kentucky's education programs. Currently there are nine approved Articulation and Transfer Agreements between the University of Kentucky Community College

System and the Department of Education, Office of Vocational Education. The term "articulation" represents a series of activities involved in the move from one institution to another. The term "transfer" is used to describe the act of awarding credit by the receiving institution for coursework taken at another institution. An Articulation and Transfer Agreement enables a post-secondary vocational school student who meets the requirements for admission to a community college program approved for articulation to enroll in one of the community colleges offering the program (for example, practical nursing/associate degree nursing). Duplication of coursework is avoided and college credit is awarded for courses that are comparable in content and competencies which the student has completed successfully at the vocational school.

The nine approved Systemwide Articulation Agreements with the Department of Education, Office of Vocational Education include the following programs:

- Biomedical Equipment Technician
- Data Processing
- Dental Hygiene
- Engineering Technology
- Mining Technology
- Nursing
- Office Administration
- Radiologic Technology
- Respiratory Therapist

The degree awarded by the community college to graduates of these programs is the Associate in Applied Science. However, graduates from Radiologic Technology programs in the Vocational Education System have the option of enrolling in either the Associate in Applied Science Degree Program or the Associate in Science Degree program.

Since 1978 there have been 712 students who have articulated to one of these programs and as of May, 1988, a total of 372 have graduated.

There is also an Articulation and Transfer Agreement between the Madisonville Health Occupations School and the Madisonville Community College. It enables graduates of the Medical Laboratory Technician Certificate (MLT-C) Program to articulate to the Associate in Science Program at Madisonville Community College.

In addition to the formal agreements described above which involve credit courses, some of the colleges/state vocational schools have other types of partnerships. These include (1) "articulation committees" which meet monthly to explore the possibilities of program articulation and the development of joint programs, (2) sharing facilities, (3) providing industrial training on a joint basis, and (4) the community colleges providing instruction on "employability skills" in state vocational school classes.

Partnerships with Hospital Schools

There are three Articulation and Transfer Agreements between the University of Kentucky Community College System and Hospital Schools of Radiologic Technology. These are with Good Samaritan Hospital (school closed in 1986), St. Joseph Hospital and King's Daughters' Hospital Schools of Radiologic Technology. The Agreement enables graduates who meet the admission requirements to enroll in either the Associate in Science or the Associate in Applied Science Programs at the community colleges. Students who choose the latter must meet the program guidelines for admission. Fifty eight graduates have enrolled in the Community College System and fifty two have completed the associate degree requirements.

Partnerships With Other Off-Campus Learning Sites

The use of extended campus laboratories is a requirement for the health programs in the Community College System. The learning experiences at these

sites complement the on-campus learning activities for a particular program. Formal agreements which spell out the responsibilities for each party are completed by the agency/organization and the Community College System and the agreements are reviewed annually.

Presently, there are 246 clinical agreements on file for the health programs, which represent 222 different local, state or federal agencies/organizations. Without the cooperation of the administrators of these agencies/organizations, it would not be possible for the System to offer some of the health programs. The cost of equipment alone would be prohibitive in some programs.

Another aspect of the use of off-campus learning sites is the availability of qualified staff to serve as voluntary faculty. These individuals are assigned the responsibility of assisting with the instruction of the students in the off-campus facility.

Both the System and the agency benefit from this experience. It is a well-known fact that if the environment for learning is a positive one, the student is more likely to seek employment in that facility. Individuals educated for specific occupations (registered nurses, respiratory care therapists, etc.) at the community colleges are more likely to remain in the community and contribute to that community as educated citizens.

Partnerships with Four-Year Institutions

The community colleges provide course work which counts toward the bachelor's degrees offered by the University of Kentucky, the University of Louisville, the regional state universities and colleges and other senior institutions. Uniform statewide articulation agreements do not exist between the community colleges and the four-year institutions; however, KRS 164.583 mandates that all lower division academic courses offered by the community

colleges shall be transferable for academic credit to any and all four year state supported colleges and universities. In some programs, transfer agreements exist between the community colleges and four-year institutions. When located proximate to other higher education institutions, community colleges foster close working relationships and develop articulation agreements with those institutions. Some four-year colleges and universities do provide transfer guides for community college students. Community college students who expect to complete requirements for the bachelor's degree are advised to consult the curriculum recommended in the catalog of the four-year institution to which they plan to transfer.

The University of Kentucky Community College System does have articulation and transfer agreements with public universities in Kentucky offering baccalaureate programs in Medical Technology, Physical Therapy, and Nursing. Although these associate degree programs are designed to prepare individuals for immediate employment, a small percentage of graduates do pursue baccalaureate degree programs in these areas. For example, 178 associate degree nursing graduates have earned baccalaureate degrees at the University of Kentucky College of Nursing since the initiation in 1978 of the Bachelor of Science Degree Program designed for Registered Nurses.

Some of the community colleges have joined with a regional university to provide a 2 + 2 program. The junior and senior years of selected baccalaureate programs are taught on the community college campus or in the community college community. The goal is to provide adequate courses on or near the community college campus to permit students to earn baccalaureate degrees.

Other community colleges in Kentucky have arrangements with regional universities for the offering of graduate, junior, and senior level classes on

the community college campuses. At one of the sites, community college faculty and staff are permitted to take one course per semester offered by the regional university at no tuition charge.

One of the community colleges has an active committee of administrators and faculty working with their counterparts at a private university, with an objective of making transferring to the private university an easier process.

One last example of a community college/four-year institution partnership is the committee composed of representatives from the largest community college and the University of Louisville. The purpose of the committee is to encourage faculty interaction, the organization and sponsoring of advising information workshops, and the setting up of longitudinal data collection procedures to track transfer student progress.

Partnerships with Cultural Groups

Many of the community colleges offer the nationally recognized Elderhostel program, an educational program for older adults (60 years of age or older) who want to continue to expand their horizons and to develop new interests. The national program began in 1975 and has experienced enormous growth. In 1988 over 160,000 hostellers enrolled in the programs in all 50 states, 10 Canadian provinces and over 40 countries overseas. The Elderhostel programs permit the participants to spend several days on the college's campus or in the area and have access to the cultural activities and resources available.

Members of the community colleges' faculty and staff also work with arts councils, historical societies, public libraries, etc., to provide cultural presentations in the communities. Performing arts programs are offered, including performances by Metropolitan Opera stars, dance theaters and pianists.

Partnerships with Civic Groups

Civic groups in the various communities use the local community college's facilities free of charge for their various activities. Many of the civic groups contribute funds to the local college's scholarship program. One civic club sponsors a local loan program and last year the club raised more than \$105,000 to add to the local loan program. Any qualified student in the area may use the loan program, although typically about one-half of the loan recipients enroll at the local community college. Over \$1,000,000 in local loans have been made to area students during the years the club has administered the program. Other civic groups donate funds to be used in the GED Testing programs at the colleges. The funds are used to defray the students' fees for taking the GED test. Civic groups also provide funds for student social activities at some of the colleges.

Civic groups are served through the speakers' bureaus at the community colleges. Faculty members speak on topics related to their specialty areas. Civic groups which benefit from this type of working relationship with the colleges include the League of Women Voters, Audubon Society, Rotary, Kiwanis, Shriners, Lions, Optimists, and Jaycees.

Partnerships with Social Agencies

For a number of years, one of the colleges has jointly sponsored with the West Kentucky Mental Health and Retardation Board the College for Living Program on the campus. The program, designed for adult students who are mentally and emotionally retarded, provides basic courses in grooming, money exchange, emergency use of telephone, square dancing, and other enrichment activities.

Faculty and staff from other colleges work as consultants and volunteers in the Hospice program and conduct blood pressure demonstrations and screenings at the Healthcare Center.

Partnerships with Government Agencies

The community colleges work with Federal, State and local government agencies on various partnership activities. One of the colleges operates the local television channel as part of an agreement between Comcast Cablevision, the city and the community college. The channel is assigned for local programs, which are produced through the television control center on the college campus. City council meetings and city planning commission meetings are telecast on a scheduled basis. This television production partnership recently won a national award for outstanding governmental television programming.

Other examples include one college's partnership with Fort Campbell Army Base to provide credit instruction, Mine Safety and Health Administration training on another college's campus, and courses at another college offered in cooperation with the Kentucky Department of Fish and Wildlife Resources on hunter education. The community colleges also make their facilities available to various state agencies for their training programs. These include the Kentucky State Police Breath Test Recertification program and training provided by the Kentucky Labor Cabinet, Kentucky Department of Personnel, and Kentucky Department of Criminal Justice. The Kentucky State Merit Examination is administered by college faculty and staff on a regularly scheduled basis at some of the colleges.

The colleges also work with various local government agencies and these activities include (1) the sponsorship of a 10K road race by the college and city government; (2) working with the Mayor's office on a career resource and

training center project; and (3) consultants from the college working with the Fiscal Court in an extensive evaluation of the performance of a hospital management corporation.

Partnerships with Professional Organizations

On a systemwide basis, partnerships have been established with the American Institute of Banking and the Institute for Certifying Secretaries of the Professional Secretaries International. Students who successfully complete collegiate level work through the American Institute of Banking may receive credit in specified community college courses, and students who pass the Certified Professional Secretary Examination may receive 21 semester hours of credit in specified courses.

Partnerships to Improve the Education of Undereducated Adults

One of the Kentucky community colleges serves as a partner with the Kentucky Literacy Commission, along with the Department for Employment Services, on an "Older Worker Readiness Center." The center provides a combination of job search and literacy skills including reading and math training for individuals age 55 and over who wish to enter the work force. It also includes a job placement component to assist participants completing the course. Several faculty members are involved through training modules on resumes, attitude modification, interviewing skills, etc. (Gleich).

A different community college serves as a partner with the Department of Education in providing one of the 27 state Adult Learning Centers. A professional at the center is trained to help adult students determine their own educational needs and decide what programs would best meet those needs. The center can provide literacy training, adult basic education (for adults at the intermediate reading level who want to improve their basic skills) and GED

preparation. The centers are nontraditional places of learning where adults can get individual instruction on a drop-in basis.

The Kentucky Literacy Commission recently awarded one of the colleges a grant to develop and implement a community-based literacy program. The college has hired a part-time literacy coordinator to run the program. The coordinator is working with an advisory committee to put together a local county-wide literacy council composed of local business, government, education, and community leaders. Plans are for the literacy coordinator to develop and implement work-site literacy programs as well as serve as a liaison between the proposed council, the college, businesses, and the adult basic education program. Participants who successfully complete the literacy training program will be referred to the basic education program and to the GED program in the community. Upon completion of these programs, participants will be prepared to enter the community college.

Other community colleges provide literacy training or assistance through specialized grant programs, through faculty/staff members volunteering with Project Read, through providing a referral service, through cooperative efforts with local city public school adult learning centers, or through college learning centers.

Several of the colleges offer GED preparation programs through the Community Service component. Eleven of the fourteen community colleges serve as GED Testing Centers.

Partnerships to promote literacy training, GED preparation, and GED testing are of vital importance in Kentucky in view of the large number of undereducated adults in the state. "According to the 1980 Census, Kentucky has the nation's highest proportion of undereducated adults (i.e. adults who have not completed eight years of formal education)" (Ford 1). Kentucky also

has the largest percentage of adults of any state who are functionally illiterate (Gleich). Functionally illiterate adults read below the fifth-grade level.

The Kentucky Literacy Commission, created in 1985 by the Kentucky General Assembly, and established as an agency of the Education and Humanities Cabinet in 1988 by the Kentucky General Assembly, supports three levels of programs and services. These are operational programs, research and development, and public awareness. The local adult literacy programs provide trained volunteers who work one-on-one with adult students primarily reading below the 5th grade level and furnish specially designed materials free of charge to the students. The teaching materials communicate useful and relevant content (child care, nutrition, etc.). Tutorial sessions and small classes are also held. The number of Kentuckians enrolled in reading programs run by local literacy councils increased from 4,800 in 1987 to 7,800 in 1988 (Roser).

A study was conducted in 1988 in order to obtain as much information as possible about undereducated adults who enroll in literacy programs in Kentucky so that the programs could be designed to reach the target population. Interviews were conducted with 368 participants in adult reading programs in the state. The results of the study are summarized in the following paragraph.

Participants in adult reading programs in Kentucky tend to be white, male, and primarily from the Appalachian region of Kentucky. Although participants' incomes are low, a small percentage receive some form of public assistance. The age of the typical participant is mid-thirties. The average participant has 8.6 years of schooling. There is a tendency for low levels of formal education to be passed on through succeeding generations. Going to work and a general dislike for school were the two most cited reasons for

leaving school. The single most important reason participants decide to enroll in an adult reading program is a desire to be able to read and write, but awareness of an adult reading program and encouragement from family/friends all figure prominently in making the decision to enroll. Another reason for enrolling in a program is difficulty conducting everyday affairs. The participants gave uniformly high ratings to adult reading programs. The value participants place on education apparently is being passed on to their children as the participants' children are reported to like school and to be doing well in school. Participants' children who have dropped out of school generally have done so because of a dislike of school, disciplinary problems, marriage, and pregnancy (Ford).

The Literacy Commission, with the cooperation of the Kentucky Chamber of Commerce, surveyed a random sample of 1000 Chamber members during 1987 in order to collect information on the education and skill levels of the current work force. The survey indicated that 91 percent of the employers require a high school education or beyond for employment, 20 percent of current employees do not have a high school diploma or GED, and 5.6 percent of the employers offered educational in-house training for employees.

The GED Foundation, created in 1985, promotes the state's General Educational Development programs. The programs provide adult education in preparation for the GED test. Many private and public agencies accept evidence of passing the GED test as the equivalent of a high school diploma.

According to the 1980 Census figures, 47 percent of Kentuckians over twenty-five years old have not graduated from high school. That translates into 1.2 million citizens who need to work toward the GED certificate. The good news is that Kentucky leads the nation in the percentage increase of adults taking the GED between 1985 and 1987. Three year statistics show a

24.8 percent increase for the state. Project Second Chance is a statewide recruitment by the Kentucky Department of Education, in cooperation with the GED Foundation, to improve the education in Kentucky's undereducated adult population.

The Kentucky Department of Education offers three levels of adult instruction which are literacy training, adult basic education, and GED preparation.

Partnerships with Business/Industry

One partnership with business/industry is the Cooperative Education program which combines work experience with related classroom instruction. Cooperating employers and college faculty merge their resources to better prepare individuals for the work world. Through this process, students spend part of their college experience in on-the-job training assignments related to their field of study and career interests. Through the partnership, employers share in helping the college to prepare their future employees and gain student/employees with desired talents and abilities. Students have the opportunity to test their career objectives and to develop skills and build confidence, as well as receive compensation and college credit toward the associate degree. The faculty cooperative education coordinators have an opportunity to keep up-to-date on business/industry activities and technology.

A large number of other community college partnerships in this category are addressed under the "Economic Development" topic. These partnerships involve offering credit courses, non-credit courses, training, retraining, technical assistance, services to small businesses, technology transfer, etc.

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF KENTUCKY

"Commission to Study the Future of Community Colleges in Kentucky"

"Toward the Year 2000"

COLLEGE/COMMUNITY PARTNERSHIPS - For Discussion:

1. Should the Community College System have as a goal to formalize more partnerships throughout the state? If so, in what order of priority?
2. What should be the role of community colleges in working with secondary schools and elementary schools?
3. How should partnerships with four-year institutions be expanded? Should upper division courses be offered on community college campuses?
4. How can the community colleges contribute to a comprehensive state program on literacy improvement, GED completion, and basic education for adults in Kentucky?
5. What should be the role of the community colleges in literacy training?
6. What emphasis should be placed on the community colleges' role as cultural/fine arts centers for the areas served by the colleges?

UNIVERSITY OF KENTUCKY ADMINISTRATIVE REGULATIONS	IDENTIFICATION		PAGE
	AR II-5.0-3		1
	DATE EFFECTIVE	SUPERSEDES REGULATION DATED	
	2/2/88	6/16/83	

POLICY STATEMENT ON THE ACCOUNTING AND MEASUREMENT
OF CONTINUING EDUCATION AND COMMUNITY SERVICE ACTIVITIES
IN THE UNIVERSITY OF KENTUCKY COMMUNITY COLLEGE SYSTEM

The commitment of the University of Kentucky Community College System to continuing education and community service has been confirmed by action of the University of Kentucky Board of Trustees and the state legislature. The policy statement on the three functions of the System as adopted in 1964 and revised in 1971 specifies one of the three functions of the System as "to provide programs of adult education and service oriented to community interests, both occupational and cultural." In addition, state law (KRS 164.580) requires that each community college shall provide "within a two-year college curriculum, courses in general education, including adult education, not necessarily intended for transfer nor technically oriented."

One problem that has been faced in continuing education and community service programs has been the necessity for a system to provide for the orderly recognition and reporting process for the non-credit learning efforts of an individual and of the programming efforts of an institution. The Commission on Colleges of the Southern Association of Colleges and Schools requires its member institutions, if they engage in certain special activities, to recognize and record properly both the efforts of an individual and the institution through use of the Continuing Education Unit (CEU).

To comply with the Criteria for Accreditation of the Commission on Colleges, the University of Kentucky Community College System establishes the following policies in regard to use of the measurement and accounting of certain special activities.

I. Areas Using the Continuing Education Unit (CEU)

A. Individual CEUs

1. Definition: One CEU represents ten (10) contact hours of participation in an organized continuing education experience of a non-credit nature under responsible sponsorship, capable direction, and qualified instruction.

2. Utilization and Criteria: Individual CEUs shall be awarded only for educational programs under the following general categories which meet the basic criteria presented below. Programs can be classified in either of the following categories:

a. Area I: Programs which are wholly structured to provide skills and/or knowledge for occupational improvements in fields such as:

The Professions
Business and Industry
Government
Education
Law and Law Enforcement
Clerical
Trades and Technologies
Agriculture and Food Production
Social Services
Health Services

b. Area II: Programs specifically organized to provide assistance in the solution of problems confronting society, such as:

Health and Safety
Human Relations and Communication
Education
Government
Criminal Justice
Community Development and Housing
Aging
Citizenship
Environment
Social Change
Agriculture and Production

Activities classified in the above categories for which CEUs are to be awarded shall meet the following criteria:

(1) The non-credit activity is planned in response to an assessment of educational needs for a specific target population;

(2) There is a statement of objectives and rationale;

(3) Content is selected and is organized in a sequential manner;

(4) There is evidence of pre-planning which should include the opportunity for input by the target group to be served, the faculty having content expertise, and continuing education personnel;

(5) The activity is instructional and is sponsored by the academic or administrative unit of the college best qualified to affect the quality of the program content and to approve the resource personnel utilized;

(6) There is provision for registration for individual participants; and

(7) Evaluative procedures are utilized and the criteria for awarding CEUs to individual students are established prior to the beginning of the activity.

Individuals who participate in programs classified under Areas I and II shall have individual records of their involvement maintained by the college. CEUs shall be assigned to programs in advance and awarded to individual participants who meet the criteria which have been determined in advance for satisfactory completion.

B. Institutional CEUs

1. Definition: One CEU represents ten (10) contact hours of participation in an organized continuing education experience of a non-credit nature under responsible sponsorship, capable direction, and qualified instruction.

2. Utilization and Criteria: Institutional CEUs shall be utilized for educational programs which are organized to provide enrichment to individuals in subjects of personal interest such as:

- Leisure Time Activities
- Cultural Enrichment
- Finance
- Foods and Nutrition
- Family Living
- Child Development
- Health and Safety
- Personal Assessment
- Consumer Understanding
- Civic and Economic Understanding

Activities classified in the above categories shall meet the following criteria:

a. The activity is a planned educational experience of a continuing education nature for a diversified population (general public);

b. The activity is a planned educational event and is sponsored by the academic or administrative unit of the institution best qualified to affect the quality of the program content and to select and approve the resource personnel utilized; and

c. Registration or certification of attendance is required for institutional reporting use.

Individuals who participate in such activities shall register but no individual CEUs shall be awarded and no individual transcript of their involvement shall be maintained by the college. The determination of institutional CEUs for these activities shall be made by means of a registration list and a file of program materials used in the activity will be maintained.

These activities exclude entertainment type activities.

II. Community Service

Other non-credit activities which do not meet the criteria for utilization of either the individual or institutional CEU yet which requires staff effort and institutional commitment may be reflected in the (1) Distribution of Effort Agreement, (2) Academic Personnel Report, and (3) the College Budget. These activities shall be reported semiannually to the Community College System in the Community Service Report. Such types of activities might include use of facilities, technical assistance of faculty, and entertainment type activities.

III. Administration

Each community college shall designate one individual with responsibility for the continuing education and community service programs. It shall be the responsibility of this individual to work with the division chairmen and other administrative personnel to develop an annual plan for continuing education and community service activities as related to the program of the college. This individual also shall be responsible for recommending the budget for the continuing education and community service activities. The individual shall assist the Office of Admissions and Registration in the maintenance of the proper records for individual and institutional CEUs.

IV. Records

To comply with the Criteria for Accreditation, detailed records for programs classified under Areas I and II in which individual CEUs are awarded shall be maintained in the Office of Admissions and Registration of each community college. The file for each individual shall consist of an admissions application and transcript. The transcript shall include a description of the program; the name of the faculty member(s) responsible for the instruction; dates of the program; number of contact hours of instruction; and the number of CEUs awarded. In addition, a program file for these activities shall be maintained. This file should contain a description of the programs, a list of faculty involved, a list of participants, and the total contact hours involved in the program.

For programs in Section II, Community Service, the Office of Admissions and Registration shall maintain a file for each program. This file should contain a description of the program, a list of faculty involved, a list of participants, and the total contact hours involved in the program.

V. Certificates

Individuals participating in programs classified under Sections I.A.2.a and I.A.2.b (programs for which Individual CEUs may be awarded) shall be awarded a certificate upon satisfactory completion of the program. The title of the program, date(s), contact hours of instruction, and the number of Individual CEUs awarded shall be recorded on the certificate.

VI. Community College System Report

A report of all continuing education and community service activities, including individual and institutional CEUs awarded, shall be sent to the Community College System office by January 15 and July 15 of each year. A report form shall be provided by the Community College System Office.

0336A

Adopted January 15, 1975

Revised July 8, 1982

Revised May 7, 1987

POLICIES AND PROCEDURES FOR CONTINUING EDUCATION UNITS

Since continuing education is becoming an important segment of the total educational process, a standardized method of recording and reporting this activity by the institutions is warranted. Standard Nine of the Southern Association of Colleges and Schools, with modifications, will be the basic guide for the continuing education unit, its procedural implementation and all activities related to such implementation.

GUIDELINES

1. Continuing Education is defined as participation in an organized adult or extension experience under responsible sponsorship, capable direction, and qualified instruction.
2. The guidelines to be used in recording and reporting continuing education activities are to follow Standard Nine of the Southern Association of Colleges and Schools or as stated herein.

3. The continuing education unit is ten contact hours of participation in a continuing education activity.
4. Each institution shall determine through regular administrative channels those courses/programs which will be offered for continuing education activities. The number of CEU's to be offered for each course/program shall also be determined in advance of such offering.
5. All policies regarding admissions, registration procedures, counseling and guidance services and records shall be developed and adopted in advance of CEU offerings.
6. A course or program should not award both CEU's and academic credit.
7. Academic credit cannot be awarded for CEU's.
8. CEU's will not be used in determining either the institutional headcount or FTE enrollment.

PROCEDURES

1. Each institution will be responsible for maintaining accurate and complete records for the CEU.
2. Each institution should establish and develop, consistent with its own administrative regulations, the policies, procedures, and information required for maintaining such records.

3. To ensure accuracy of such records, the following information is to be maintained:

- a. student's name
- b. student's social security number, or some number which identifies the student
- c. title of course or program
- d. brief description
- e. location of course offering
- f. number of CEU's awarded
- g. inclusive dates of course
- h. format of course (i.e., conference, seminar, institute, workshop, etc.)

4. A cumulative record, available for student perusal, shall be maintained for each student enrolling in a CEU offering.

5. If CEU's are recorded on an academic transcript, they should be segregated from regular academic credits.

6. All CEU transcripts should be maintained in a central institutional location.

7. A certificate, a suitable acknowledgment of completion, should be presented to the student upon completion of each continuing education course.

This standardized recording and reporting system is not intended to limit program varieties, content, or autonomy, but rather provide a

uniform system of measuring the continuing education activities of each of the individual institutions. Basic information regarding the student and the course should be maintained by individual institutions.

COMMUNITY COLLEGE SYSTEM

SAMPLE LISTING
CONTINUING EDUCATION OFFERINGS
OF GENERAL INTEREST

Alzheimer's Disease
Art of Journal Writing
Astronaut Story Musgrave Seminar
Available Light Photography
Basic Arithmetic Review
Beginning Black and White Darkroom
Beginning 35mm Photography
Black Managers and Professional Seminar
Detecting Child Abuse
DOS Applications
Elderhostel
Lotus 1-2-3
Spelling Workshop
Personal Finance and Money Management
Personal & Professional Development
Time Management
Tools for the PC
Writing Short Stories

COMMUNITY COLLEGE SYSTEM
NUMBER OF STUDENTS SERVED
BY TYPE OF CONTINUING EDUCATION UNIT
FOR FISCAL YEARS
1987-88 AND 1986-87

	AREA I		AREA II		AREA III		TOTAL	
	STUDENTS	CEUs	STUDENTS	CEUs	STUDENTS	CEUs	STUDENTS	CEUs
	-----		-----		-----		-----	
1987-88	12,978	15,961	2,241	3,714	9,712	17,479	24,931	37,154
1986-87	9,395	10,472	2,983	1,690	9,242	10,521	21,620	22,683

COMMUNITY COLLEGE SYSTEM
COMMUNITY SERVICE ACTIVITIES
NUMBER OF INDIVIDUALS SERVED
FOR SELECTED FISCAL YEARS

<u>FISCAL YEAR</u>	<u>NUMBER SERVED</u>
1987-88	236,839
1986-87	231,389
1985-86	207,283
1984-85	211,434
1983-84	227,468

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